**K-5 Math Lesson Plan**

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| **Teacher:**  **Gardiner, Susan** | | | **Grade: 2** | | | **Date(s)**: Unit 1/task 2/day 4 |
| **Unit Title: Understanding Place Value (Hundreds, tens, ones)** | | | | **Corresponding Unit Task: Using the total number of each item in the school store inventory, represent each number multiple ways. Use base ten blocks, place, and number words.** | | |
| **Essential Question(s): How do I compose (make) numbers up to 1,000? How do you know the value of a number? How do patterns help me skip count?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Items for class store.**  **Place value mat for Elmo** | | **Student:**  **List of classroom supplies in store.**  **pencils** | | | **Value, hundreds, tens, ones** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 2.NBT.3-Understand that the 3-digits of a 3 digit number represent the amount of hundreds, tens, and ones. 2.NBT.3 Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form.** | | | | | |
| **I Can Statement(s): I Can read numbers to 1,000. I Can write numbers to 1,000. I Can use base ten numerals to read and write numbers to 1,000.I Can use number names to read and write numbers to 1,000. I Can use expanded form to read and write numbers to 1,000.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  **We have learned so much about numbers and their values this week. We are going to use what we know to “inventory” our own class store. (I have started this the first week using classroom supplies like pencils, crayons, scissors, glue sticks and food and toys in the store. (bags of chips, gummy worms, toys from Dollar Store)This is tied into their behavior plans.** | | | | | |
| **Teacher Directed: Teacher models numbers, base ten representations, expanded form for groups of objects.** | | | | | |
| **Guided Practice: I am going to place you in pairs. Each pair will have a printed list of supplies in the store. (Each teacher will have to create this as your store will be different.) You will go take inventory of the items and write the number form for each. Then, return to your seat and write each number in expanded form, word form, and illustrate using base ten block drawings.** | | | | | |
| **Independent Practice: Number flags under Indicators, page 276, third quarter in Math**  **Toolbox.** | | | | | |
| **Closing/Summarizing Strategy: Review what we have done today and show children how to do the centers.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| **\*Use base ten blocks to model the number in more than one way.**  **\*extend place value to thousands place** | | | **\*Limit the number to show only 2 representations or only 2 digit**  **numbers at first.**  **\*Do one column at a time for each item.** | | | **Review word wall words (math)**  **Match voc.words with pictures and definitions.**  **Add ten,twenty, thirty, etc. and**  **one hundred, two hundred to**  **Math dictionary** |
| **Assessment(s):As children are working in centers and teacher is working in a small group, work on skills children have not yet mastered. These will be reviewed again tomorrow and tested Day 6.** | | | | | | |
| **Teacher Reflection:** (Next steps?)  **Math Centers: - “Base Ten Riddles” See attachment**  **“Roll the dice” Use three different colored dice ex. Green=hundreds, blue=tens,**  **Red=ones. Each child rolls all three dice. Build the number represented by the**  **place value of each die, using base ten blocks. If they can tell the value of each place**  **they receive a point.** | | | | | | |
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